

Hansel and Gretel: A Teaching Unit

An Honors Thesis (HONRS 499)

by

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A handwritten signature in cursive script that reads "Jackie Robertson".

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Muncie, Indiana

May 1, 1995

Expected date of graduation
May 6, 1995

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SENIOR HONORS THESIS

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Purpose of Thesis

This unit will begin with a compilation of research information on the history of this well-known fairy tale. Things such as the original author and other authors of versions of this story, sociological influences, and controversy associated with the use of fairy tales within a classroom setting. This information will then be followed by several enrichment activities. The activities will be focused on all domains of learning. These will help the students understand the fairy tale but also offer activities to enrich their higher level of thinking. Some of these activities will include story sequencing, patterning, and reader's theater. The activities will also focus on the similarities and differences in the different versions of Hansel and Gretel.

These enrichment activities will vary greatly. They will not only be focused on reading and writing activities but will also be incorporated into other subject areas such as history, science, and art. This unit will not only help me to create an effective thesis but also in my Kindergarten placement in student teaching this semester. My supervising teacher suggested that I do a unit on a literary work and after much discussion she agreed that this would be an inventive way in which to teach these young students the variety that can be displayed in literature. My unit will be evaluated by observing the students success throughout the planned activities.

Hansel and Gretel: A Teaching Unit

Fairy tales have been a part of children's lives for hundreds of years. It has been the tradition of many families to sit by the fire with Grandma and hear about fairies and princesses that lived in far away lands. What happened to them might have been make-believe but the lessons they learned were real. These characters taught us that it was best to listen to our elders. They taught us to not take for granted the things we have. The oral tradition has been enriched by these tales. They have also become a part of the educational world. Fairy tales are used to enrich language. They have also been used to expand the literary boundaries of students.

For all the good that fairy tales have done in school, they have also been criticized. Many of these tales are considered violent and outdated. Their days in the United States schools may be numbered. Whatever happens fairy tales will always be a part of our folk history.

Fairy tales are a form of folk tales. Folk tales in turn are fictional stories that are about humans and animals. These stories are set in no particular time or place. Very often these stories are passed through the oral tradition from one generation to the next. Each country has their own form of these stories. They teach history and culture as well as lessons. For example the African story of Mufaro's Beautiful Daughters by John Steptoe is very similar to the popular Cinderella. It tells of two sisters and their quest for the perfect husband. Lon Po Po, translated by Ed Young, is the Chinese equivalent to Little Red Riding Hood. It tells of three children who are left home alone to defend themselves against a hungry wolf. The stories were a practical form of entertainment that very often was used to help children understand the important lessons that their parents tried to reinforce. These stories are very often characterized by the well-known phrases "Once upon a time," and "They lived happily ever after."

History of Fairy Tales

As strange as it may seem although the word fairy is within the description of these interesting stories there are actually very few fairy tales that actually have fairies within their list of characters. This is obvious in the works of the infamous Grimm brothers. They were two famous German brothers who were among the first to create their own collection of fairy tales. Only a few of their stories contained actual fairies. Jakob Ludwig Grimm was born in 1785 and died in 1863. His brother Wilhelm Karl Grimm was born in 1786 and died in 1859. Both brothers were scholars that were influenced by the German romantic movement. Their goal was to awaken national pride and purpose. Jakob studied the historical development of things such as literature, law, and language. His work was correlated very closely to the work of historical linguistics. Wilhelm on the other hand was most directly responsible for the fairy tales. Both brothers were born in Hanau, Germany. They studied law at the University of Marburg. They both held many positions as professors and librarians. They were appointed to the Academy of Sciences in Berlin in 1840. Jakob served in many diplomatic positions and was a member of the Parliament of Frankfurt in 1848. The brothers remained in Berlin until the time of their deaths. (Monroe 385)

Their fairy tales became a big part of the history of these type of stories. Their most famous tales included "Hansel and Gretel," "Little Red Riding Hood," "Snow White," "Rumpelstiltskin," "Sleeping Beauty," "Cinderella," and "Puss-in-Boots." Between the years of 1807 and 1814 they collected tales from people who lived and worked around the town of Kassel, Germany. The brothers saw these tales as an expression of the spirit of the German people. Their greatest fear was that eventually these tales would be told wrong so inconsistent in future years that the real stories would disappear. They wanted to preserve the verbal culture of their country. The Grimm brothers worked hard to make the stories as true to the teller as possible.

The first volume of their tales consisted of 86 stories and first appeared in 1812. The second volume contained 70 tales and appeared in 1815. Although Jakob spent a great deal of time helping Wilhelm on the first volume the second was largely the result of Wilhelm's work. The works were influenced by the German Romantic movement, but dealt primarily with German history, mythology, nature, fantasy, and the supernatural. (Monroe 385)

The Germans not only created their own fairy tales, Denmark had their own collection. The second big name in the world of fairy tales is Hans Christian Andersen. This man was considered Denmark's greatest author. He was born on April 2, 1805 in Odense, Denmark. He came from a poor family and barely made enough income as an actor to survive. He eventually earned a scholarship and was able to continue his education from 1822 to 1828. Andersen published, in all, 168 fairy tales. His work first appeared in pamphlets and then later in books. They became popular in the early 1940's. Hans Christian Andersen was considered one of the greatest authors of his time. (Vowles 427)

Controversy Over Fairy Tales

Fairy tales are an important part of the literary environment. They bring stories of make-believe characters and places alive, but what is most important about these many short stories is that they appeal to both children and adults. To many educators the implications of fairy tales in school has brought controversy into their classrooms but also has brought about positive results. In "Following the Trail of Story" by Shelby Anne Wolf the author focuses on the effects of the Grimm brothers tale "Hansel and Gretel." The research is done over a period of four years and documents her daughter's reaction to such a story. It became obvious to the author that through this extended study children's reaction to literature grows just as their minds and their bodies grow. In the tale "Hansel and Gretel" the children are abandoned by their father and their step-mother. They are left

to fend for themselves. They eventually come upon a house of cookies and cake inhabited by a witch. Of course, we learn as we grow older the most delicious things are those that can actually cause the most trouble. This is true of this story. The author of this article found that her daughter began wanting to act the story out but make it safer. The children in her story got lost not abandoned. This became obvious through open-ended discussions of this tale. Through this method of discussion the author's daughter was able to work out her hypotheses and the consequences of her own understanding of the story. Each time the story was reread the child noticed and became more involved with different details of the story. Wolf wrote this article to focus on the need for discussion in reading but by using a fairy tale this type of literature allowed the child to see many versions of a story while still focusing on the same theme. The use of fairy tales in her research allowed her to present the story in a way that would never end. As an audience, we never know what really happens in the "Happily ever after." The story really does not ever come to a close. This allows the child to extend their imagination to perhaps a sequel to this famous tale of "Hansel and Gretel."

Fairy tales not only can be used to stretch the thinking of even the youngest of readers and listeners, they can be used to teach elements of language to students that are older. In the article "The fairy tale connection in children's stories: Cinderella meets Sleeping Beauty" the author Carol I. Bearse describes her use of fairy tales in a third grade class. What Bearse found was that fairy tales lend themselves to the perfect opportunity in which to teach elements of writing. The characters and settings are visual and the story grammar used is often very consistent. What she found was that even students who were not conscious of the details of their writing incorporated elements of fairy tales within their stories. Fairy tales have become such a large part of our society the things found in fairy tales are very often things that people can relate to. Bearse found that immersing children in a study of fairy tales provided them a new lens for seeing the world of reading

and writing. The lens was something that they were used to seeing the world through but not their own reading and writing.

Although fairy tales have been found to provide many positive things in the classroom many educational specialists have been worried about their effects on children. So often in these tales we see young woman in precarious situations. Cinderella was left orphaned by her real parents only to fall to doom at the hands of her "wicked" stepmother and stepsisters. She was mistreated and neglected. These images are all too real to the world that children now live in. The number of times that the news world has focused on children who are left to take care of themselves or are neglected has risen to an alarming number. Sleeping Beauty is tricked by a witch to eat something that causes her to sleep for a hundred years. This too is all too real. No, not the witch but again how often has the news world shown children who are tricked into taking drugs from adults who want nothing more than to harm them? The world is a very different place than it was the many years ago that these tales were told. In the article "Defending Children Against Fairy Tales" the author Tess Lewis discusses that fairy tales are actually vehicles in which adults manipulate children into doing and believing what they like. She discusses that fairy tales have been continuously changed to meet the particular needs of adults in particular times and places. "Until we challenge these prototypes we are at worst offering harmful images to children in their formative years, or at best leaving young girls adrift, without strong role models." (Lewis 404) The author feels in this sense that the characters in fairy tales leave children with no role models to follow except Cinderella in her shiny coach to a land of "happily ever after" that realistically does not exist. According to Donna Norton the author of the children's literature textbook Through the Eyes of a Child, women are portrayed as "good, obedient, meek and submissive." She feels that, again, this unrealistic and unfair. Women have become more to society than housewives and young girls need to see this in the literature they read.

Project

This project focuses on the tale Hansel and Gretel. At the beginning we see the two children with their father and step-mother. (Their biological mother has died). There is a famine and the new wife concludes that the only way to survive is to get rid of the children. The father reluctantly agrees and after one unsuccessful try the children are left in the woods to fend for themselves. The children come upon the candy cottage of a witch who imprisons Hansel and enslaves Gretel. The witch attempts to fatten him up to later eat him. The children eventually are able to outwit the witch and she is the one that is pushed into the oven. The children escape with all of her riches and go to find their father. When they arrive they find their stepmother dead and their father overjoyed to see them.

I chose this story because, although very common, it is now often overlooked. Children relate better to literature that includes children. The characters are then more like themselves and they therefore a little more real. This story lends itself to extended exploration, and like many other fairy tales has been rewritten many times into several different versions. The authors of these different versions show that one story can look very different in the eyes of different people. This, too, is apparent in the illustrations. These show Hansel and Gretel ranging in age from toddlers to children around the age of eleven.

The purpose of this project is to allow students to become fully involved with a story. I want the students to see that stories are more than just stories. They are pieces of work that can be taken apart and examined. You can have fun with them while still learning. Children need to realize that reading is perhaps the most important thing you can do in your life. If a person can read they hold the key to doors that will open their entire lives.

This unit is divided into ten lessons. It was prepared for Kindergarten students but can be adapted for many other age groups. The lessons include the subject areas of

science, social studies, language arts, art appreciation, and literature. The first three lessons can be extended for several days. These lessons are meant to give children the opportunity to be immersed in Hansel and Gretel projects. The path in lesson one allows children to practice their sequencing skills as well as their skills in color and shape recognition. The children use reasoning skills to make their way through the path.

In lesson two the students decorate a "witch's" house with their own patterns. The students are given the opportunity to use several mediums in which to create the patterns. They may use crayons, markers, or paint. The students may make patterns that are very intricate or simple. The only thing that is important is that the students have the chance to make these patterns. This is a skill that is very important for children to master and in this activity the practice will be sufficient.

In lesson three the students are again patterning but this time in the form of a quilt. This not only contributes to the Hansel and Gretel unit but gives the children the opportunity to see the history involved in quilts. This lesson also allows the children to see a realistic use of patterns.

Lesson four will test the children's ability to perform and work with other students. It is important for children to be in front of their peers and speak. This gives them confidence. With the story Hansel and Gretel they will have had a plenitude of experience, and this will then allow them to be confident in their actions in front of a group. The students will simply be acting out the story Hansel and Gretel. The teacher may choose for the students to speak or he/she reads the story while the children act.

Lesson five also focuses on a skill that is very important for children to master. This skill is sequencing. In this lesson the students will put the images from Hansel and Gretel in sequential order. This forces the students to go into the story and really look for details and events. It also makes the students look at the reason why events take place.

Lesson six focuses on telling time. Although this is a skill that is learned more in depth in later grades, in Kindergarten it is important for students to focus on the hour and

the half-hour times. Hansel and Gretel allows the children to use their new ability to tell time in a fun backdrop. The same is true of lesson seven. The story Hansel and Gretel again provides a backdrop for students to practice the skill of fractions. Instead of drill and practice the students use a story and its illustrations to find fractions in new places.

In lesson eight students are given the opportunity to use their computer skills to create a page of a class book. This gives the children to practice their invented spelling and their word processing skills. It also allows the students to provide their own opinions of the story. It is not very often that we receive feedback from the students and this gives them a feeling of pride.

Lesson nine not only shows the students a basic law of science but also gives them a yummy treat. The students begin their knowledge of the states of matter. Although, the actual reason that matter is able to change form but not consistency is not taught, the students still can see what occurs when the juice that is being used turns from liquid to solid. Each child will be given the opportunity to make their own gumdrop and science product.

The last lesson in the unit focuses on a Language Experience. The students will be creating their own ending to Hansel and Gretel. The students will be able to see writing in process and then have the opportunity to read their own creation. This will force the students to look past the "Happily ever after."

Summary

This unit was planned for a Kindergarten class. With some basic changes it could be applied to a variety of grades. The unit is meant to incorporate many subject areas as well as ability levels. Many of the lessons are meant to allow students to work together and help one another. This means in a class where many ability levels are represented the children can help one another. This also brings the class closer together and forces them

to work as a team. It may be necessary to review certain skills with some students but overall the lessons will allow the students to work independently.

Fairy tales have become a part of our oral tradition. They have been both criticized and complimented, but through it all they are still here. Many have been made into movies for children to watch for years to come. Thanks to the Grimm brothers and Hans Christian Andersen they are compiled into books for safe keeping for generations to come. Children need to realize how important these tales are to our history. They also need to understand that reading is more than words. It is a way of life that is a necessity in our changing world.

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Lesson One

Objectives: 1. The students will be able to use the patterns on the given path to find their way to the witch's house.

2. The students will work cooperatively to find their way through the path.

Materials: a piece of cloth that is 8'x6', paint brushes, fabric paint, square stencil (8"x8"), a triangle stencil (half of the square), pattern cards for beads, shapes, and colors, two name tags (Hansel and Gretel), book Hansel and Gretel (Any version)

Procedure: 1. The teacher will begin the lesson by creating basic patterns such as clap-clap-snap. The students should then repeat this pattern. This should be done several times. If the teacher feels comfortable she should let the students should then be allowed to take over and create their own patterns.

2. The teacher should then put the children into groups of approximately four children. The children should work together to put groups of beads into chains. The teacher should prepare cards with various colors and in various orders. The children should then copy these with given beads. (The beads could be any number of things and the teacher should use whatever materials that are available.)

3. The teacher should then read the story Hansel and Gretel. This will give the children the opportunity to actually hear the story for the first time.

4. After all of the groups of students have had the opportunity to complete the bead cards several times the teacher should introduce the shape path. The path should be approximately 8'x3'. A heavy cloth is best and should be prewashed and hemmed if possible. The materials should then be divided into two rows of twelve squares (see diagram) with a ten inch edge on each side of the path. The teacher should then make a square and triangle stencil out of heavy cardboard. The square should be an 8"x8" square

and the triangle should then be half of the square (see diagram). Using the given color coded path the teacher should paint appropriate squares yellow, green, and red. (Fabric paint is best for this process.)

5. After the teacher has completed the path the pattern cards need to be made. Using given copies transfer these to 3"x12" strips of oak tag and then appropriately colored. After completed these should be laminated to ensure later use.

6. After everything is completed the teacher should again divide the students into groups of four. The path and its objectives should then be described to the children. The teacher should first allow the students to find their own way through the path. They should have the opportunity to find what they can find within the path.

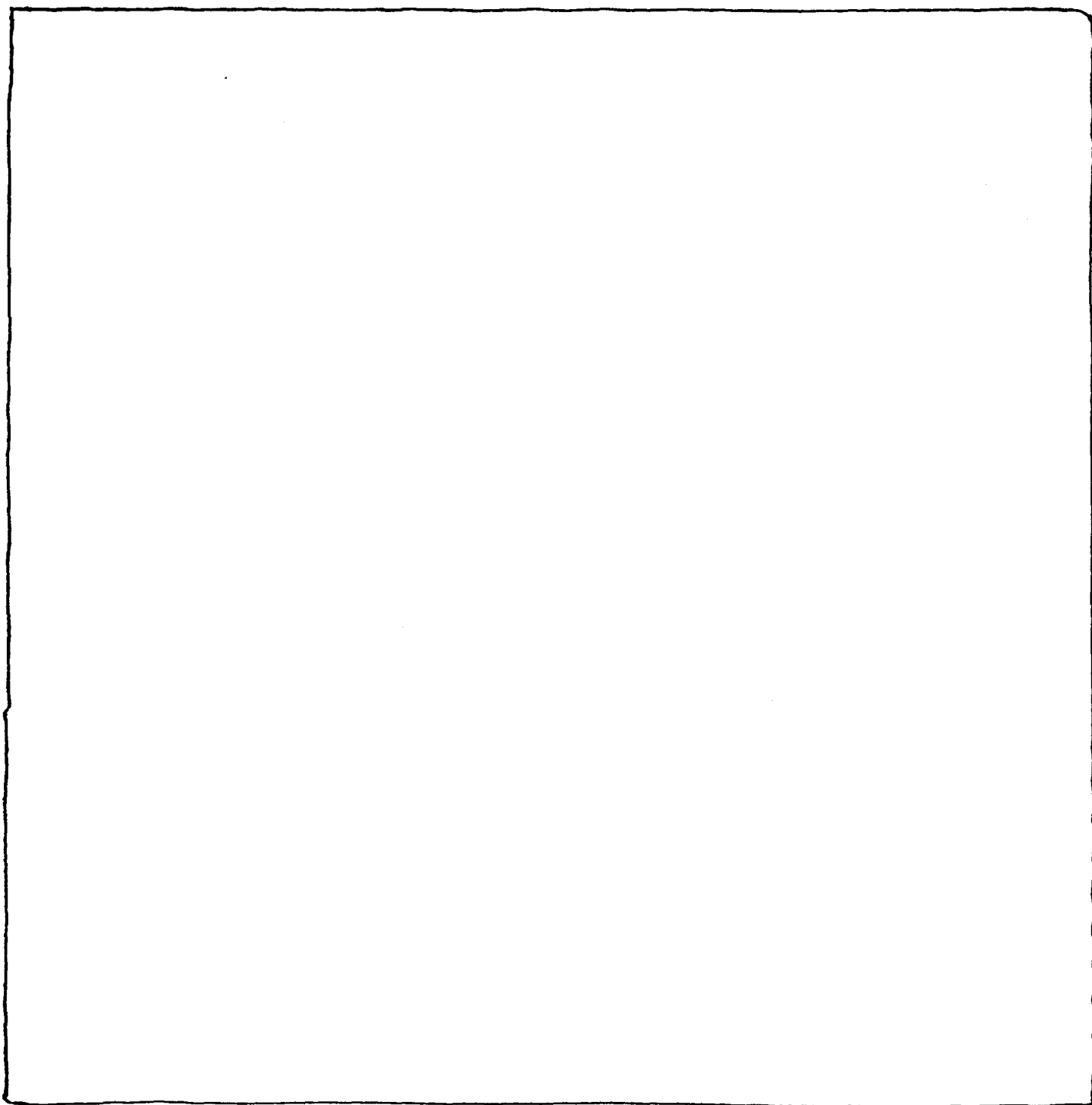
7. After all of the groups have had the opportunity to work through the paths the teacher should introduce the pattern cards. Again the students should work in groups to work through the path using the pattern cards. After one card has been completed the groups should go on to eventually complete all of the cards.

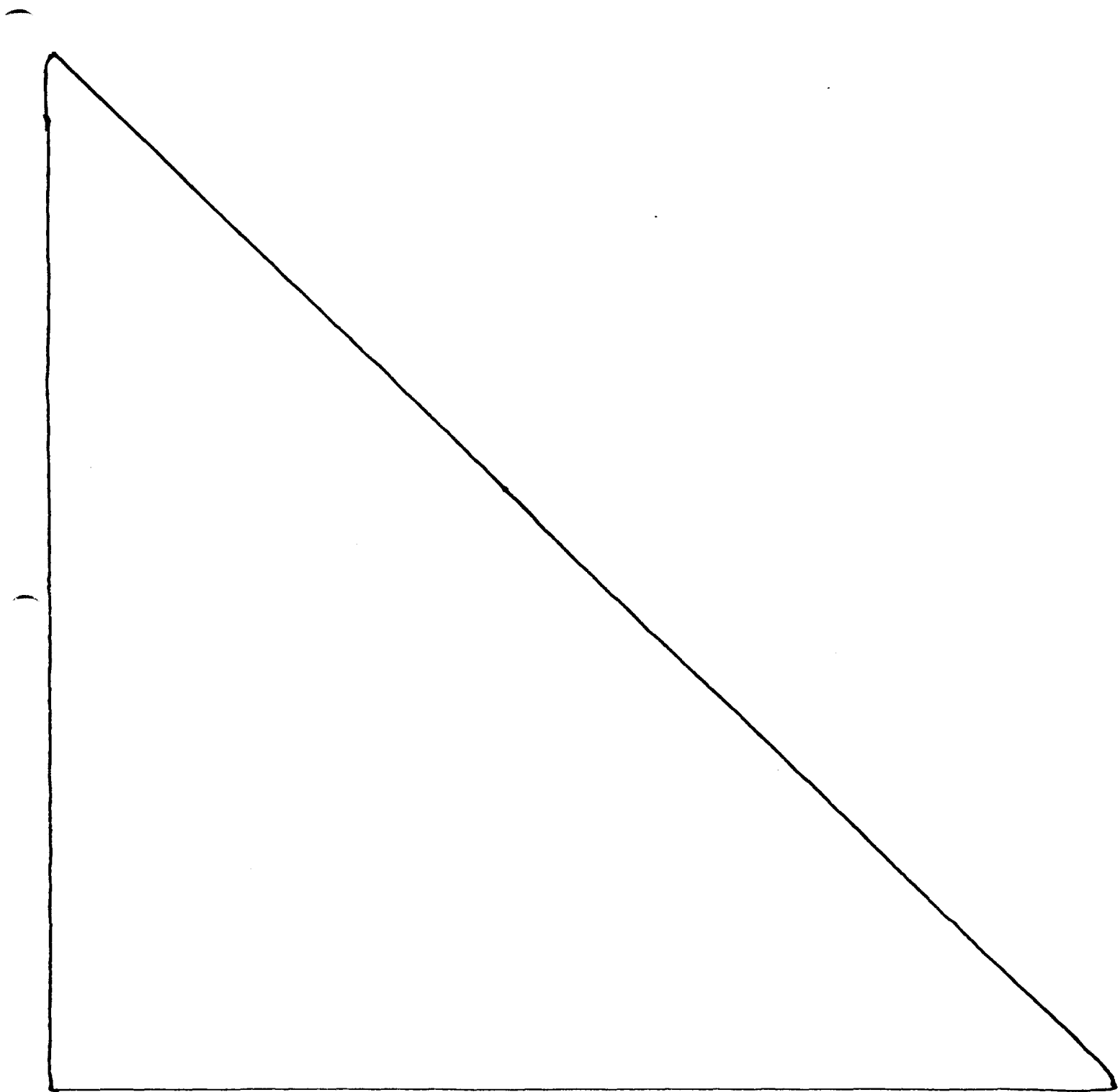
8. After everyone has gone through the path several times the teacher should bring the students into a large group and have races through the path using the pattern cards.

9. The teacher should then lead a discussion on how everyone found different ways through the path.

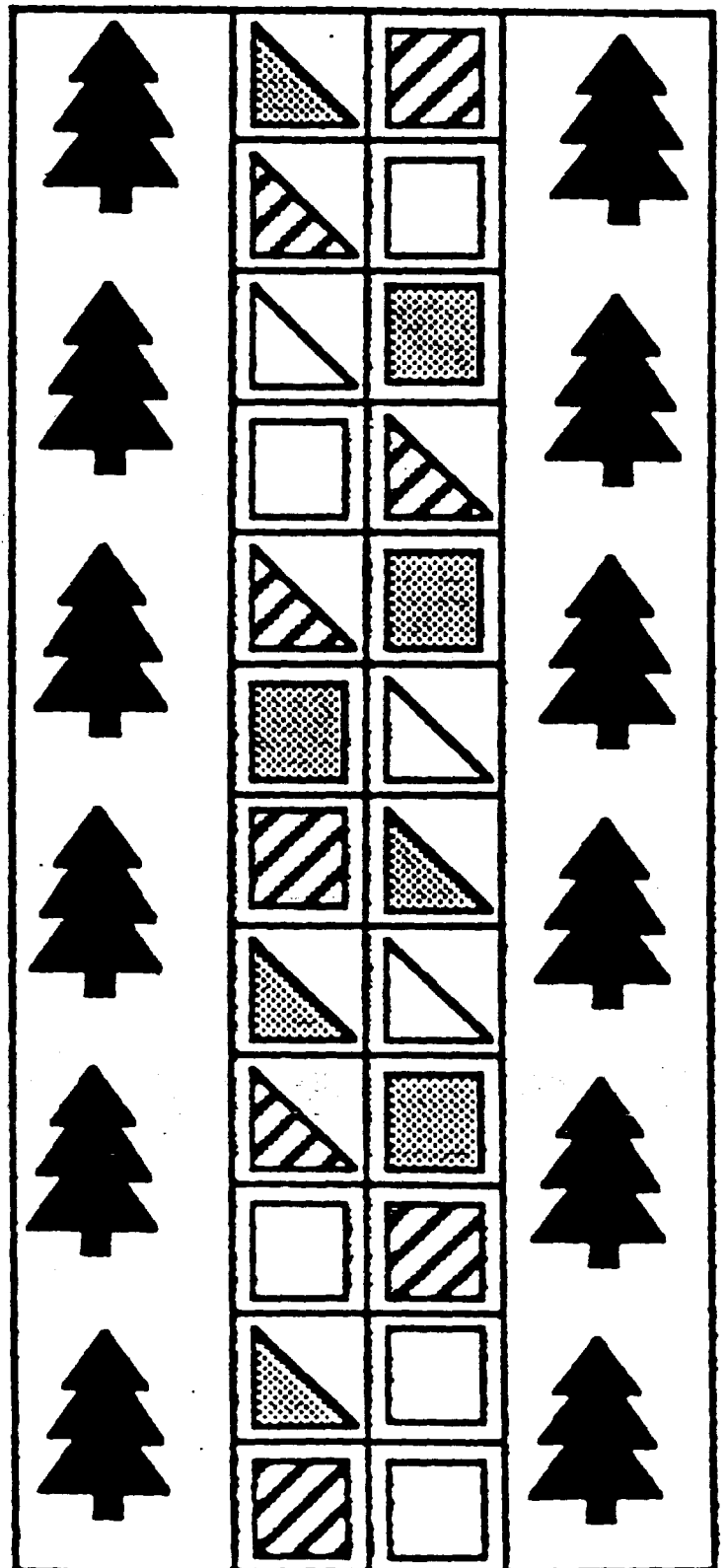
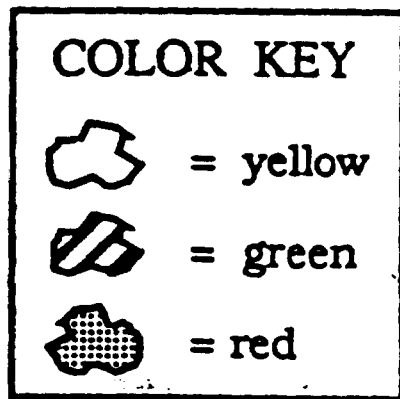
Evaluation: Were the students able to use the idea of patterning to make it through the path?

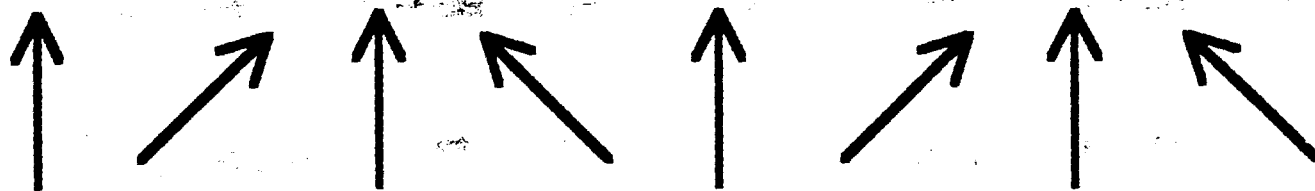
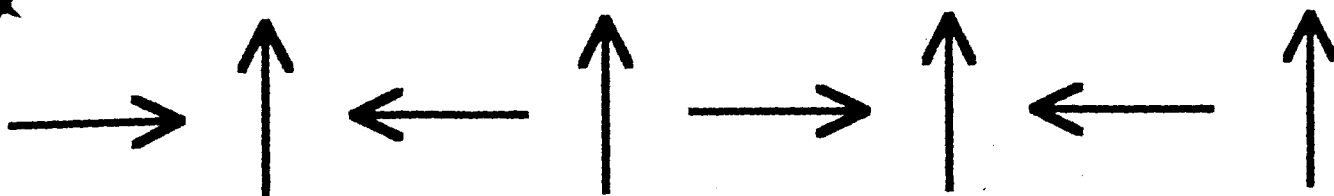
NOTE TO TEACHER: THIS LESSON CAN BE EXTENDED INTO SEVERAL DAYS AND PERHAPS EVEN WEEKS. IT ALSO CAN BE REPEATED. AFTER TIME THE STUDENTS NOT NEED DIRECT SUPERVISION DURING THIS ACTIVITY.

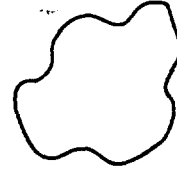
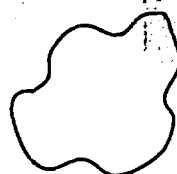
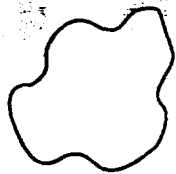
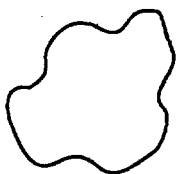
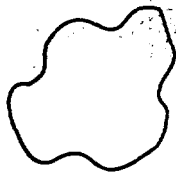
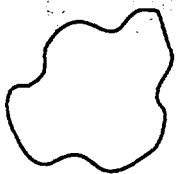
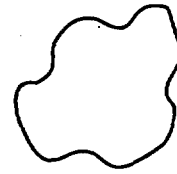
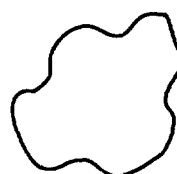
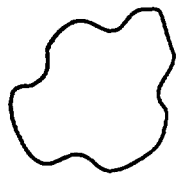
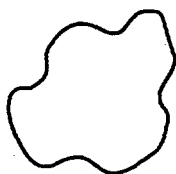
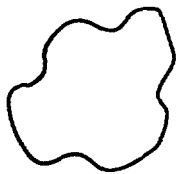
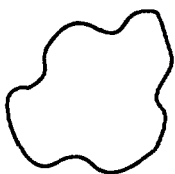
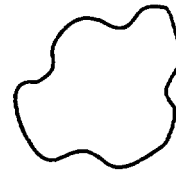
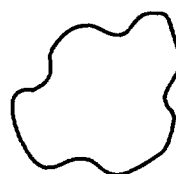
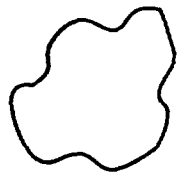
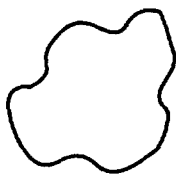
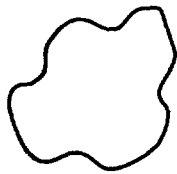
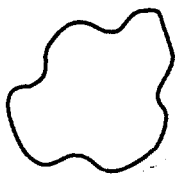
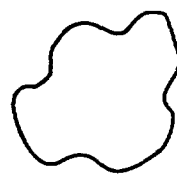
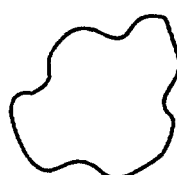
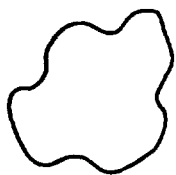
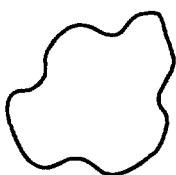
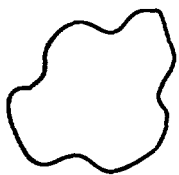
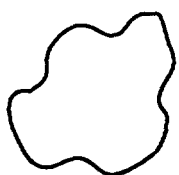


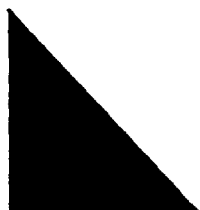
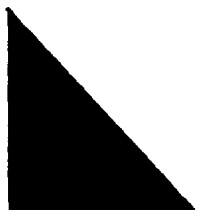
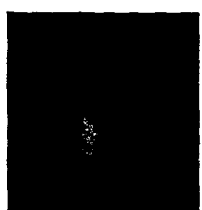
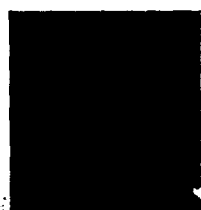
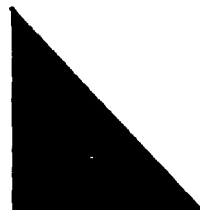
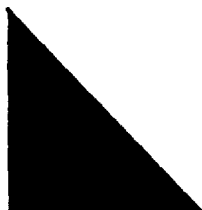
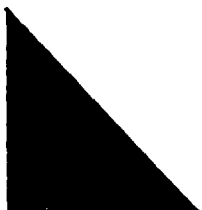
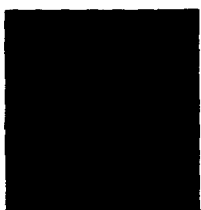
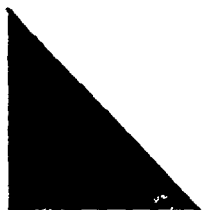
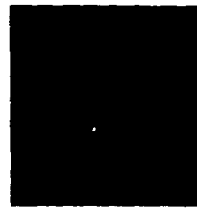
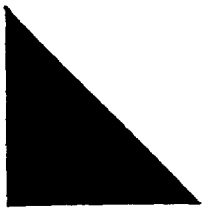
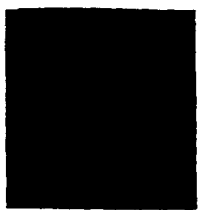


• HOME •









Lesson Two

Objectives: 1. The students will decorate a "witch's house" using various shapes to create patterns.

Materials: two large cardboard boxes, construction paper (various colors), scissors, crayons, markers, strips of oaktag (various sizes), glue, storybook of Hansel and Gretel, enlarged picture of witch's house from a version of Hansel and Gretel

Preparation: The teacher should find two large cardboard boxes. These boxes should be shaped into a house large enough for children to crawl into. The boxes should be reinforced. The house should be ideally set at the edge of the path described in the previous lesson. This will allow the students to better visualize the purpose of both lessons.

Procedure: 1. The teacher should again approach this as group work, and again the groups should contain approximately four children. Before the students begin their work the teacher should reread a version of Hansel and Gretel (if possible a different version than the one read in the previous lesson. The best for noticing patterns on the house would be James Marshall's version.) The teacher should direct the children's attention to the witch's house and to its candy patterns.

3. The teacher should explain that as a class they are going to decorate this house with their own type of patterns. The teacher should then show them an example of a pattern she has created and then glue it to the house. The teacher needs to explain that, before the students can glue their patterns on, they have to be checked by the teacher. Eventually, after the students have begun to understand the purpose of this lesson, they

will be able to glue their patterns on without checking with the teacher. (This should not be said to the students though.)

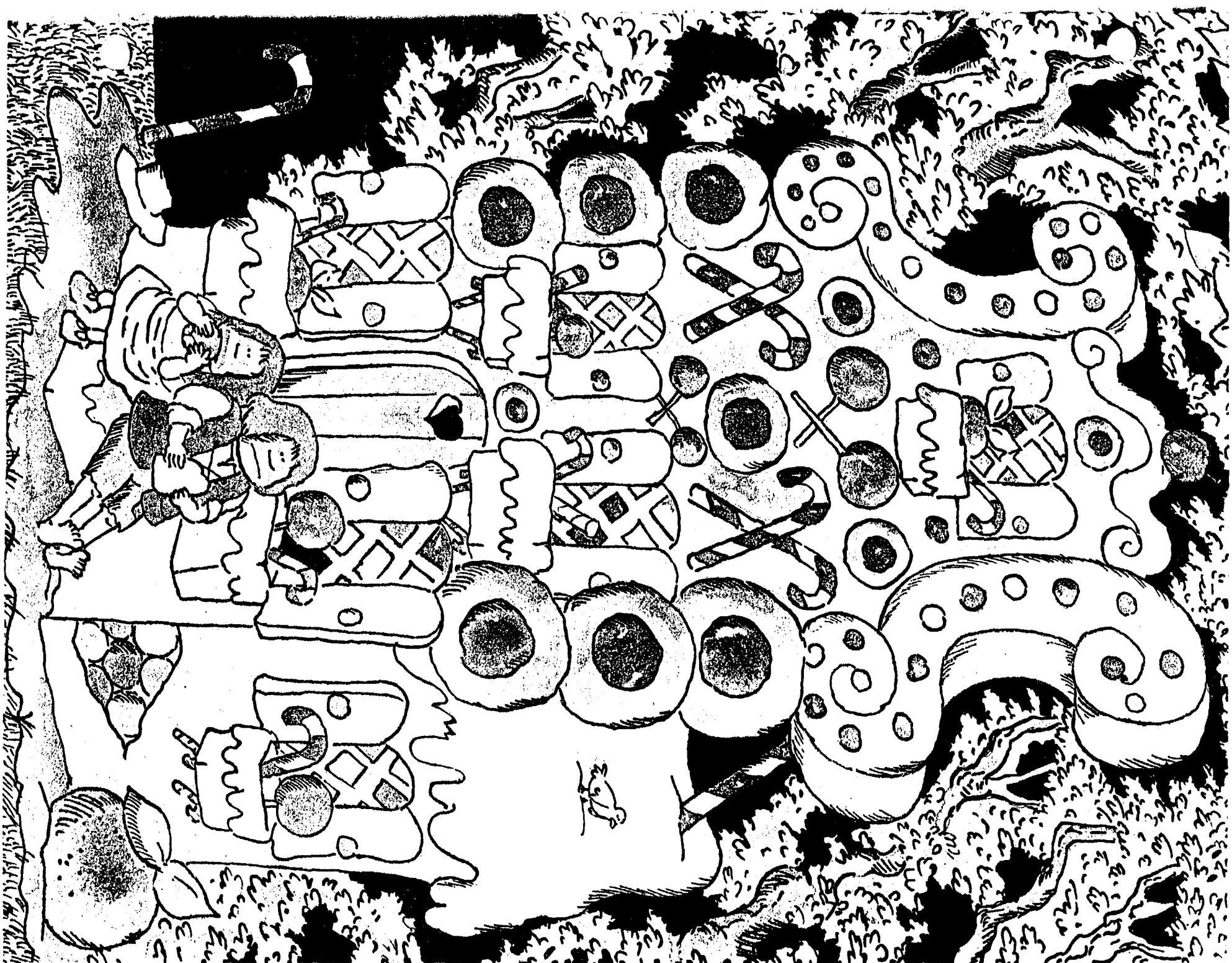
4. The teacher should then allow the students to work together to create their own patterns. Each child can create a pattern card but if the students are working in groups they will be able to help one another. (If some children are still having problems it may be necessary to separate a group and provide more direct instruction on the concept of patterning.)

5. As the class has time to work on the pattern house the teacher should encourage them to make the patterns more detailed. It also may be beneficial to have the entire group work on creating one pattern that is perhaps more intricate.

6. When the house is entirely covered the class should look over the house and review the different patterns they have created. The class house should then be compared to the house in the story book.

Evaluation: Were the students able to create pattern cards to decorate the witches house?

NOTE TO TEACHER: THIS PROJECT WILL TAKE SEVERAL DAYS OR WEEKS TO COMPLETE. THIS CAN BE CORRELATED WITH THE PATH IF POSSIBLE.



Lesson Three

Objectives: 1. The students will use given shapes to create a pattern on a given "quilt" shape. (This may be turned into a wall display or bulletin board.)

2. The students will understand that quilts are very often just simple patterns created to decorate a common household item.

Materials: a sheet cut to the approximate size of 4'x3', various shapes (16 green trees, 16 blue trees, 16 white trees, 16 pink ice cream cones, 16 brown ice cream cones, 16 white ice cream cones, 16 pink rabbits, 16 white rabbits, 16 brown rabbits), Hansel and Gretel storybook, quilt or pictures of quilts (if available), Tar Beach

Procedure: 1. The teacher should again read another version of the story of Hansel and Gretel. This will keep the students focused on the theme of the unit.

2. After reading the story the students should have the opportunity to look at a real quilt. This will allow them to see the basic pattern and repetition that is usually associated with quilts. The teacher should explain that quilts were made from scraps of clothes or other materials. If possible, the teacher should find several examples and encourage the students to discuss why they think quilts were so important to our past relatives. (This may be reinforced by reading the story Tar Beach which explains the story of a very famous quilt.)

3. The teacher should explain that, as a class, they will again work with creating patterns. The class, again using the group method, will work to create a quilt for Hansel and Gretel. (It could be explained that this is to keep Hansel and Gretel warm on the cold night they spent in the forest.)

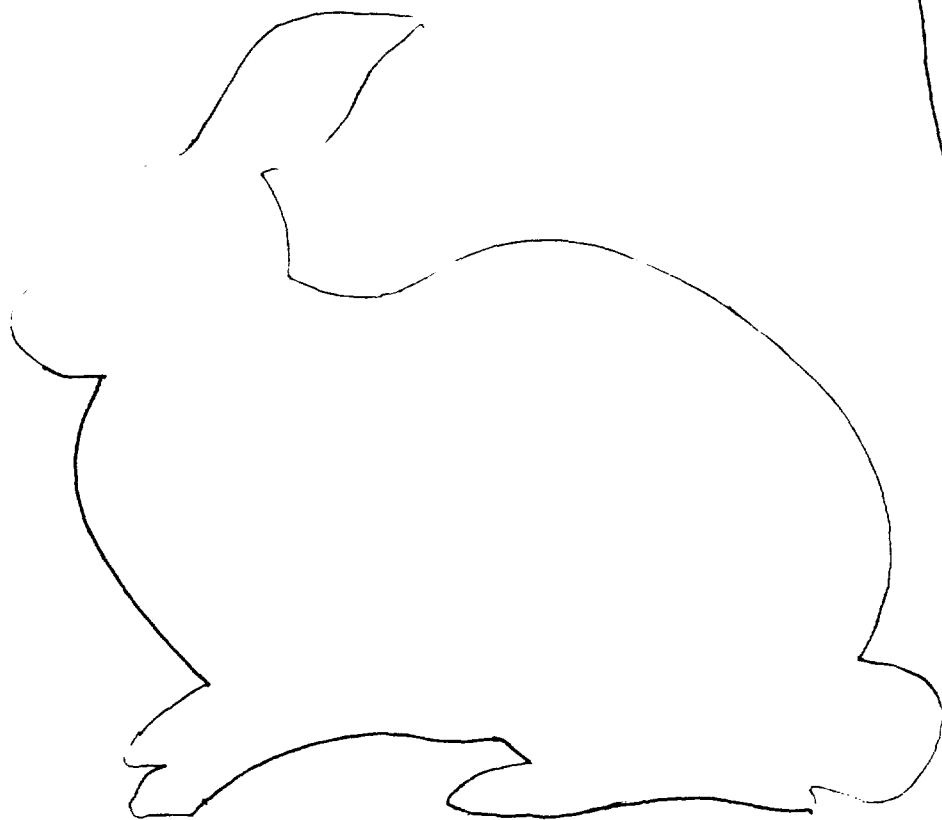
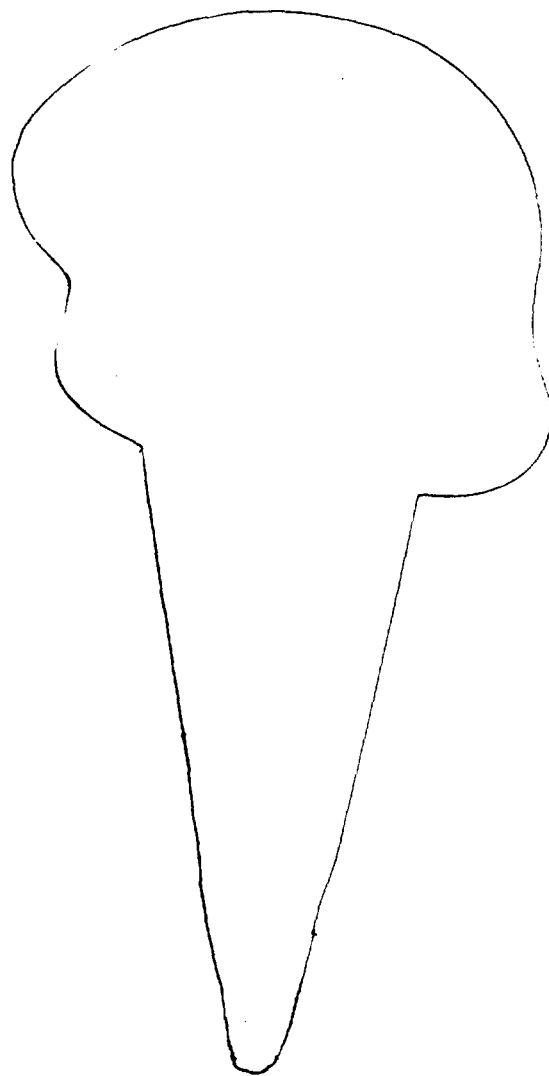
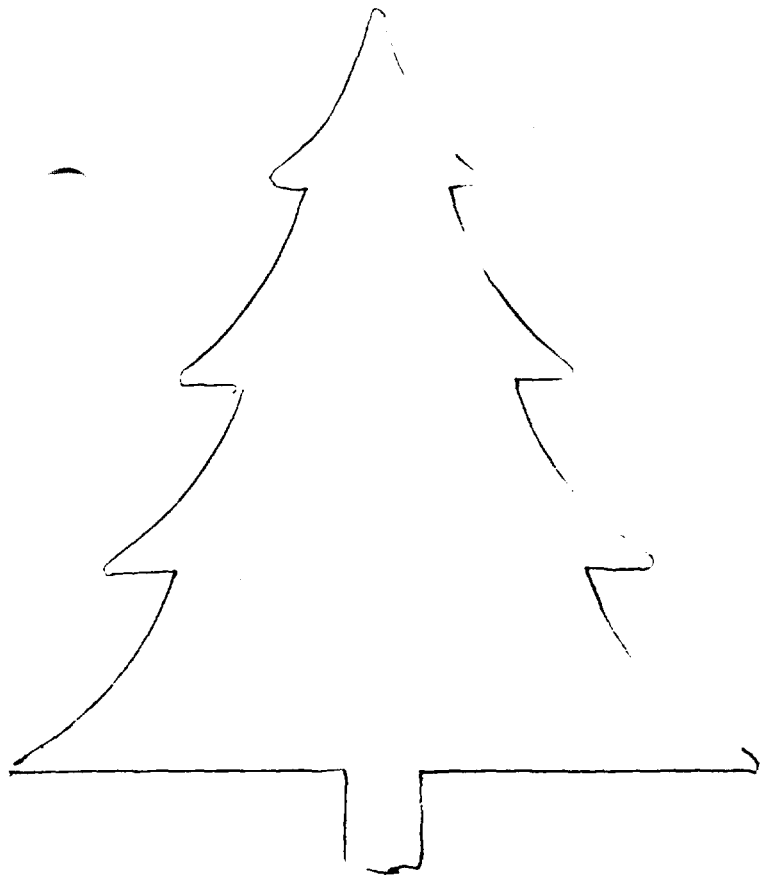
4. The teacher should put the students in groups of four and explain that the students will use the given shapes to create a pattern on the given area of paper. The

teacher should work with one group of students at a time to provide them with an example of what is expected.

5. After each group has had several opportunities in which to create their own quilt, they will be asked to create one for the teacher and explain their pattern. This will check their comprehension of the given example. (If it is apparent that some students are not being included in the group it may be necessary to create new groups or work one-on-one with these students.)

Evaluation: Were the students able to use the given shapes and quilt shape to create their own pattern?

NOTE TO TEACHER: THIS ACTIVITY CAN BE EXTENDED ACROSS SEVERAL DAYS.



Lesson 4

Objectives: 1. The students will be able to recreate the story Hansel and Gretel.
2. The students will be able to work together to recreate the story.

Materials: masks for different characters within the story, Hansel and Gretel story in many different versions

Procedure: 1. The teacher should read another version of the story Hansel and Gretel.
2. Again, the teacher should break the student into groups but this time the groups should contain five children rather than four. Each child should be assigned one of the listed roles: Hansel, Gretel, step-mother, father, and witch. This should be done by having the students draw names out of a hat.
3. The teacher should then give each group a little practice time with a tape of the story so they know kind of what they are going to do when they perform their own version.
4. Each group will then perform their own version of the story. It is important to emphasize throughout this assignment that the students should work together to make this as meaningful as they can. The students should be given the opportunity to work out their differences to create a product.
5. This lesson will not only help the teacher to visually see the students understanding of the story, but also see how the students behave in front of people as well as whether their actions within a group are appropriate.

Evaluation: Were the students able to act out Hansel and Gretel in a group setting?

NOTE TO TEACHER: AN ADDED INCENTIVE FOR THIS ASSIGNMENT
WOULD BE TO HAVE THE STUDENTS TAPED WHILE THEY ARE
PERFORMING THEIR VERSION OF HANSEL AND GRETEL.











Lesson Five

Objectives: 1. The students will be able to place the events of Hansel and Gretel in order.
2. The students will be able to understand the skill of sequencing.

Materials: long piece of heavy string, clothes pins, a number of copies of various illustrations throughout a version of Hansel and Gretel, Hansel and Gretel storybook

Procedure: 1. The teacher should again read one of the versions of the story Hansel and Gretel. (This does not have to be the same version as that being presented in the pictures in class. Actually, if the two versions do not match this will make the activity even more challenging.)

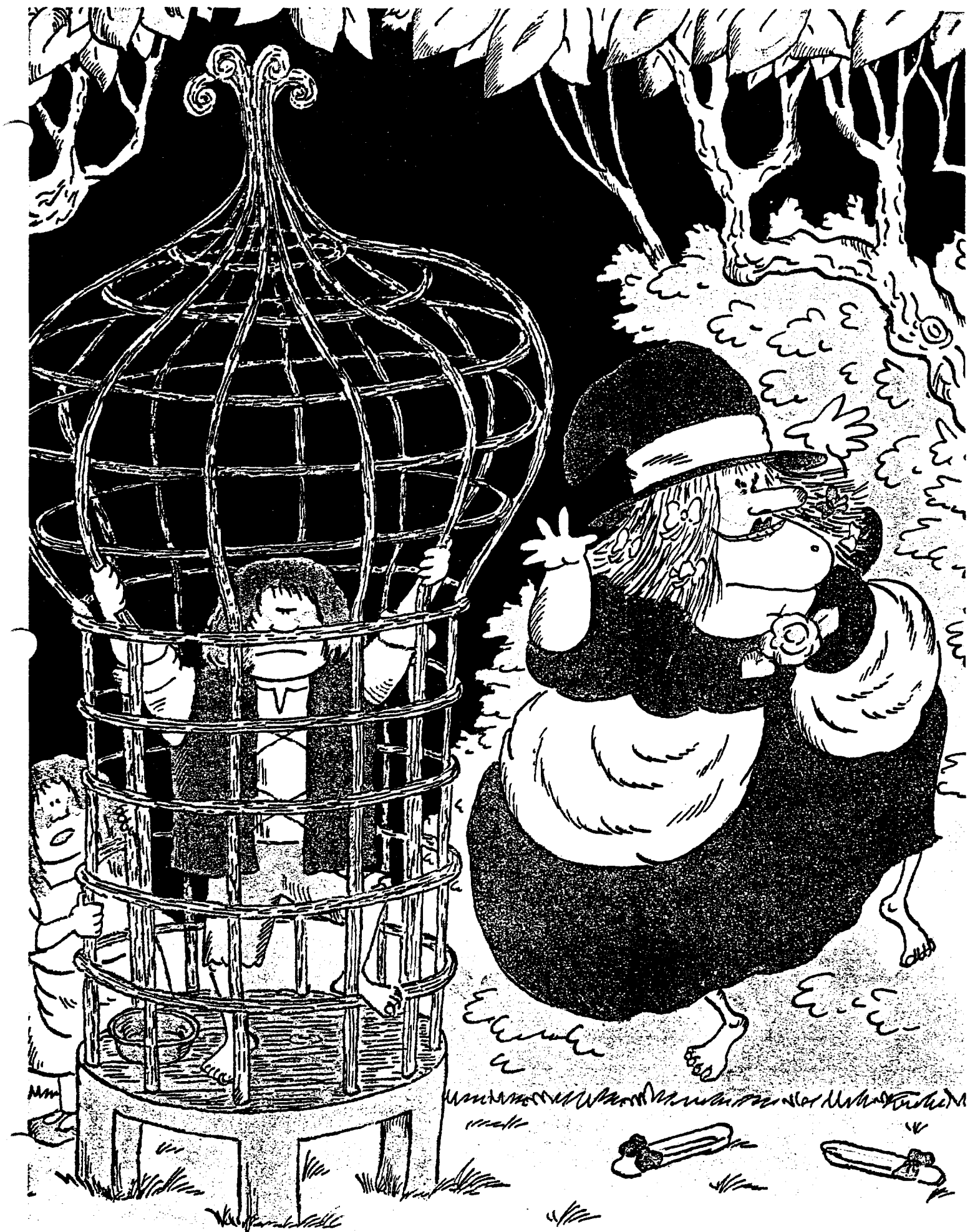
2. This activity should be done in a large group setting. The teacher should display the pictures by placing them on a chalk tray or whatever is available. The teacher should then begin a discussion of the events within the story. The students should eventually take over this discussion because by this time the students should be very comfortable with the events within the story.

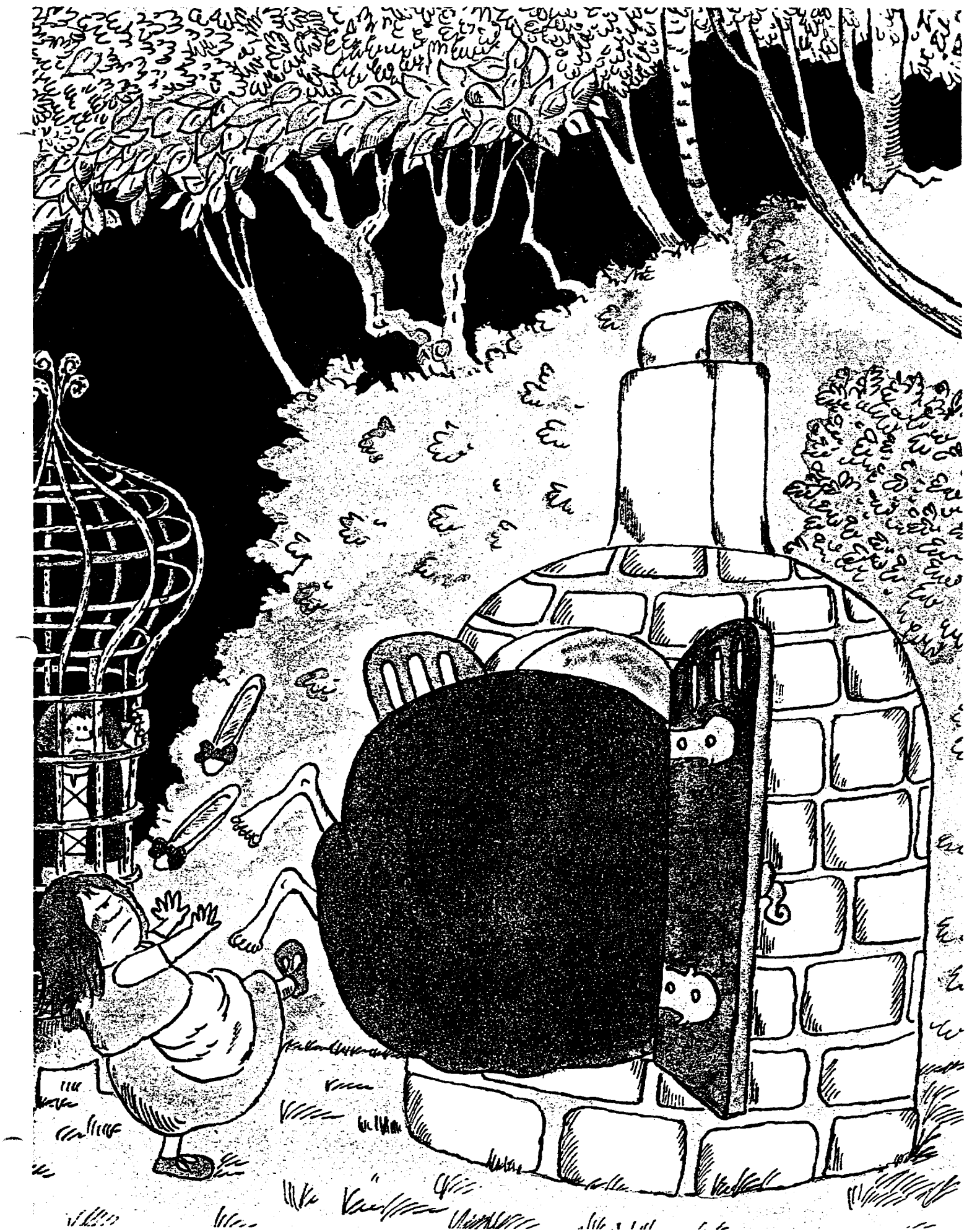
3. The teacher should then begin to choose students to come and choose a picture of the events in the story. The students chosen should be instructed to remember the story events and then place them in the correct order as they happened within the story. The students should then pin their picture to the clothesline and then ask their peers if they are correct.

4. The teacher should then choose a student to come and describe what is happening in each picture. Also, a discussion of cause and effect should be initiated. For, example, what would have happened if the birds had not eaten Hansel's bread crumbs.

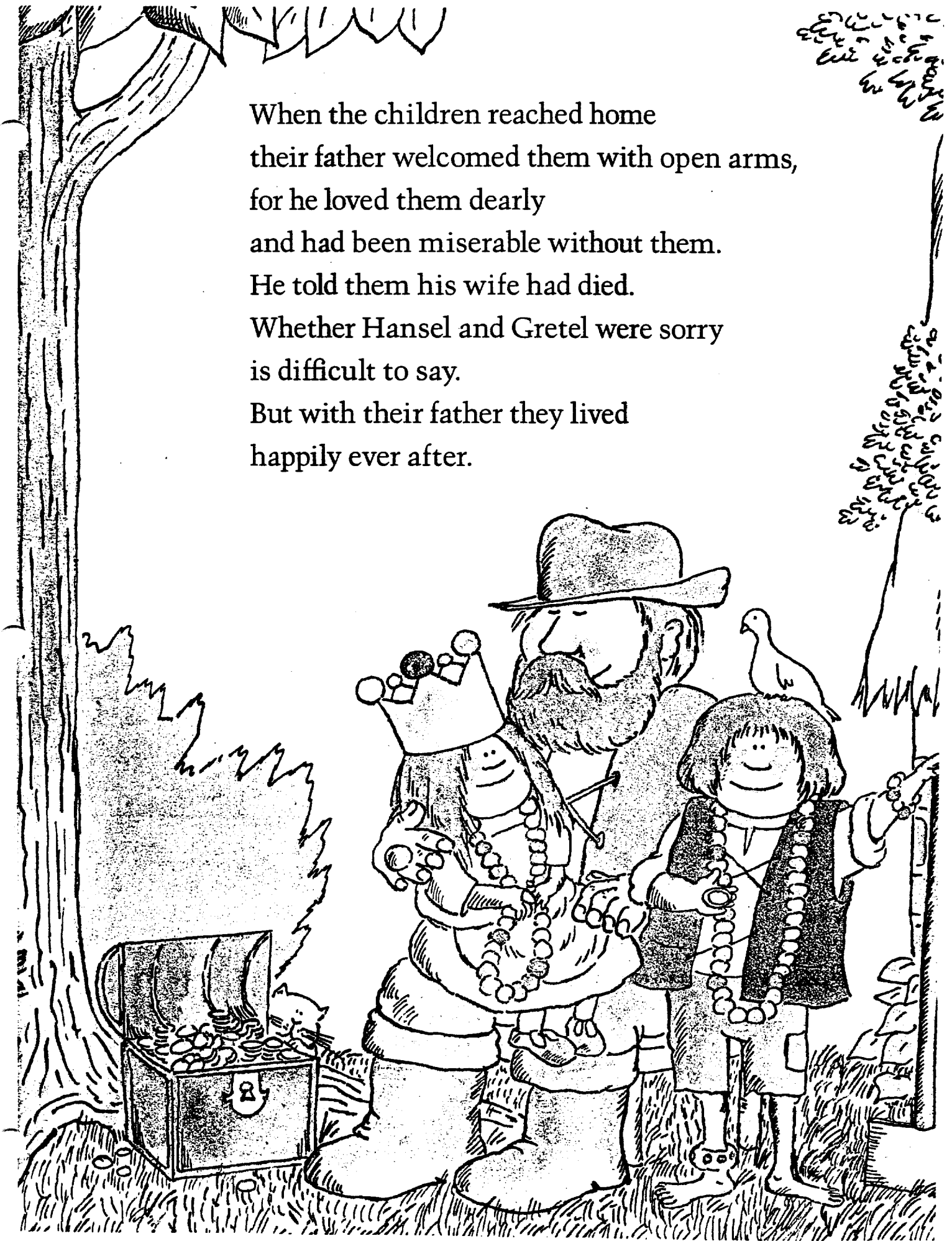
Evaluation: Were the students able to put the events of the story in sequential order?

NOTE TO TEACHER: WITH OLDER CHILDREN THE TEACHER COULD HAVE THE STUDENTS LIST THE ATTRIBUTES OF THE CHARACTERS FOR EACH VERSION. IT IS POSSIBLE TO ALSO COMPARE AND CONTRAST THE DIFFERENT VERSIONS.





When the children reached home
their father welcomed them with open arms,
for he loved them dearly
and had been miserable without them.
He told them his wife had died.
Whether Hansel and Gretel were sorry
is difficult to say.
But with their father they lived
happily ever after.



Lesson Six

Objectives: 1. The students will use given pictures to estimate the time of day these activities would take place.

2. The students will be able to tell time on the hour.

3. Students will be able to complete the practice sheet on time.

4. The students will be able to think on an inferential level during the class discussion.

Materials: 18 individual clocks (paper), sequencing pictures from previous lesson, 18 pencils, clothes line, clothes pins

Procedure: 1. The students should be given the opportunity to review the pictures from the previous lesson. The teacher may want to give the children the opportunity to put the pictures back into sequential order.

2. After the pictures are in order of the story the teacher should give each child in the class his/her own clock. The teacher should then review the concept of time on the hour giving the class a few practice times to display.

3. The teacher should then direct the students attention toward the illustrations from the story and have the students discuss whether the events in the story happened in the morning, afternoon, or evening. (During this time the students will be thinking on an inferential level.) After the class has decided when the event happened, they should discuss a time for the event. The students should then display this time on their clocks. When they have displayed their time, the students should raise their clocks so that the teacher may see if they are correct.

4. After the students have completed this process with the first picture they should continue with each picture on the clothesline. This will provide a fun way to use the idea of telling time.

5. When the students have completed with the pictures the teacher should collect the clocks. The teacher should then give each child a practice sheet and pencil. The teacher should direct the students to complete the page remembering what was practiced with Hansel and Gretel. The students will read the time on the clocks displayed on the sheet and then write the appropriate time on the provided line.

6. After the sheets have been completed the teacher should review the answers with the class.

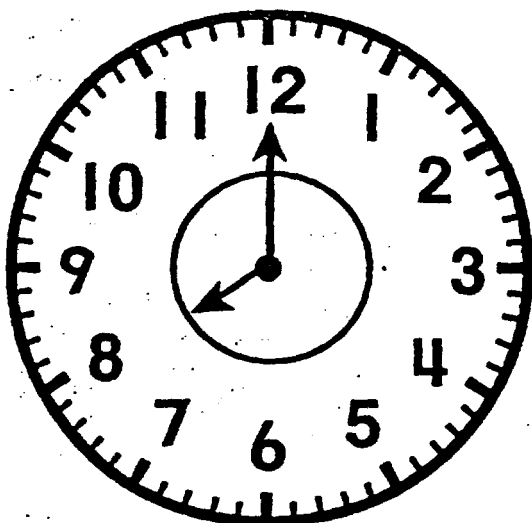
Evaluation: Were the students able to complete the time worksheet? Were the students able to display correct times on their clocks?

NOTE TO TEACHER: THE INDIVIDUAL CLOCKS CAN EITHER BE MADE IN CLASS OR THE TEACHER SHOULD USE PREFABRICATED MATH MANIPULATIVES, IF AVAILABLE.

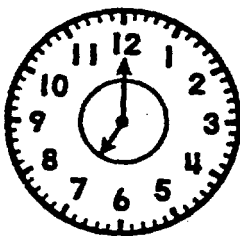
Name _____

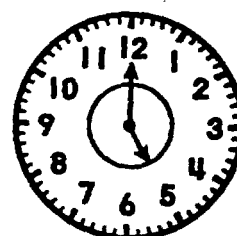
8.5
TAKE ANOTHER
LOOK

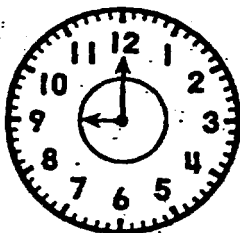
Time on the Hour

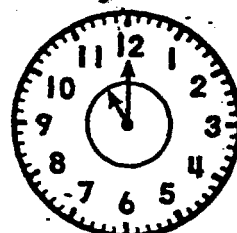


8:00









Top: The hour hand is pointing to 8. The time is 8 o'clock.
Write the time,

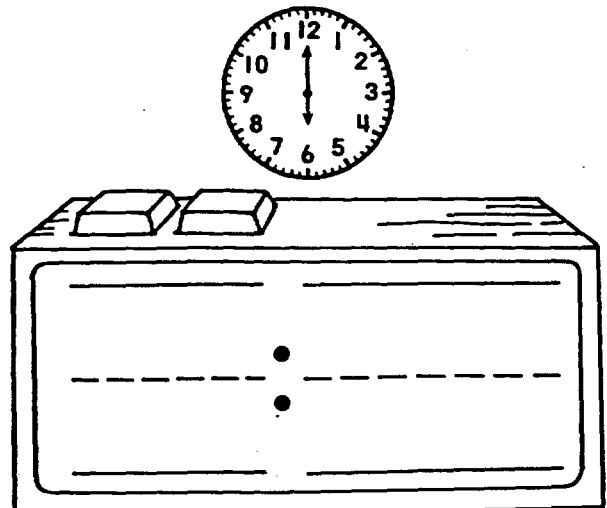
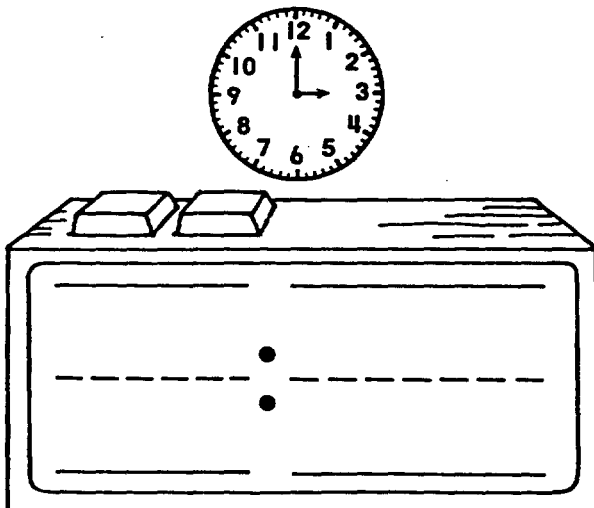
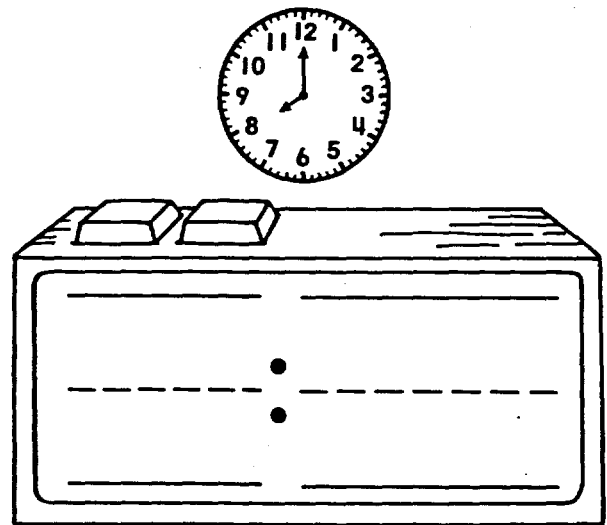
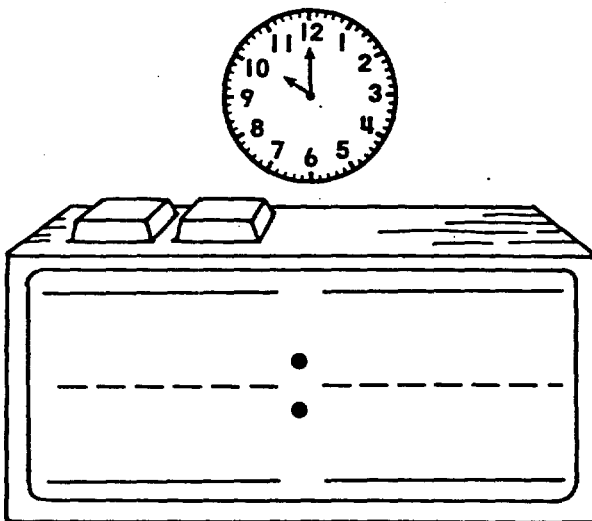
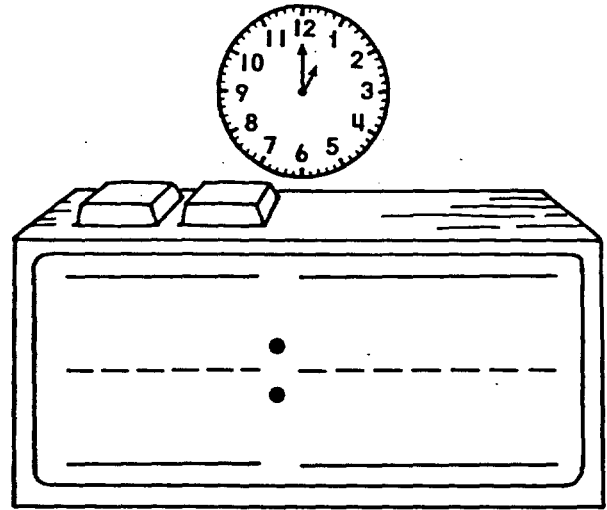
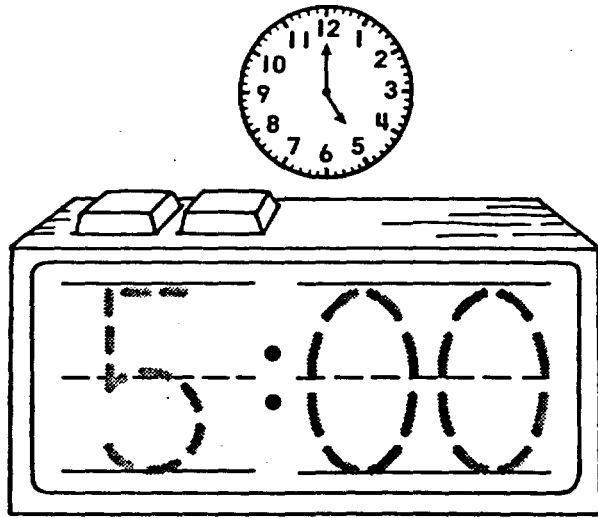
Bottom: Look at the hour hand. What time is it? Write the time.

Name _____

8.5

Time on the Hour

USE WHAT YOU KNOW



Write the time on the digital clock to match.

Lesson Seven

Objectives: 1. The students will be able to display basic understandings of fractions such as $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$.

2. The students will be able to complete the given practice worksheet. (see attached)

Materials: 18 worksheets, 18 pencils, book Eating Fractions, Hansel and Gretel storybook by Stephen Marshall, bag of Starburst candy separated by color

Procedure: 1. The teacher should read the book Eating Fractions to the class.

2. The teacher should begin showing the children basic fractions using the candy. For example, two yellows and one red show one-third of the candy is red. The teacher should carry this through until the children seem to understand. The examples should get as difficult as the children can handle.

3. The teacher should then show the students the illustrations of the witch's house in the story mentioned in the materials list. The students should try to see what fraction of such things as the peppermint or the gumdrops are when compared to all candy pictured.

4. The teacher should then give each student a practice sheet. Each student should then complete the given assignment.

5. The teacher should then review the sheet with the students when all have completed the work.

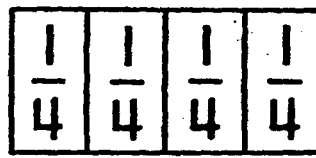
Evaluation: Were the students able to complete the given practice sheet?

name _____

One Fourth



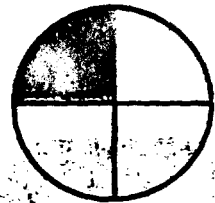
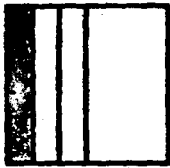
one fourth



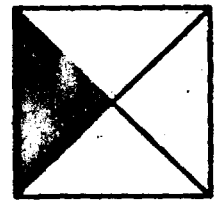
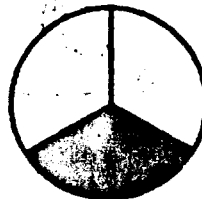
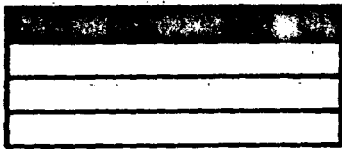
four fourths

Ring the shapes that show one fourth.

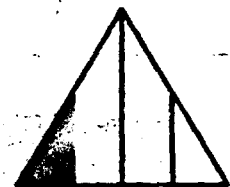
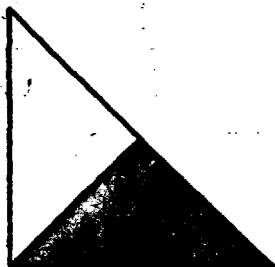
a.



b.

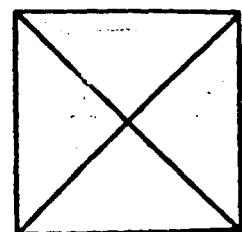
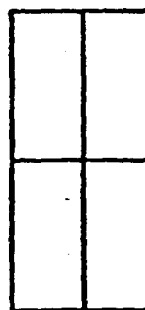
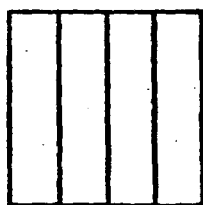
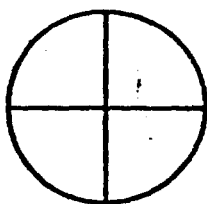


c.



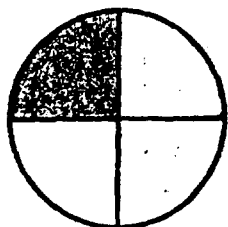
Color $\frac{1}{4}$.

d.

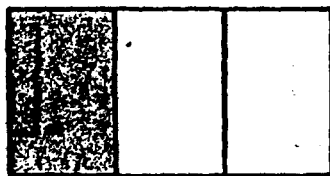


Ring the correct fraction.

a.



$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$



$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$

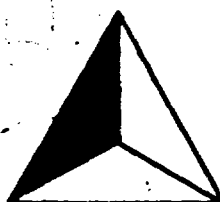


$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$

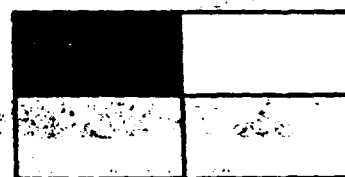
b.



$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$

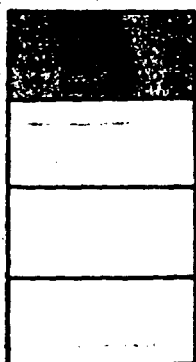


$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$

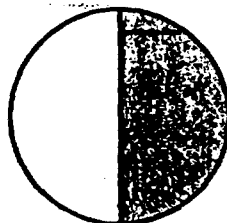


$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$

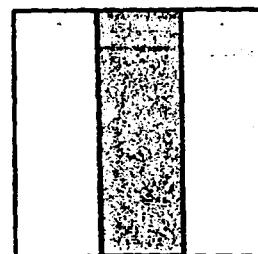
c.



$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$



$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$



$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$

Lesson Eight

Objectives: 1. The students will be able to word process a sentence about the story

Hansel and Gretel.

2. The students will be able to create their own illustration from the story

Hansel and Gretel.

Materials: computer program "Kids Works", storybook Hansel and Gretel, computers, prompt sheet for word processing

Procedure: 1. The teacher should read another version of Hansel and Gretel (if this is available).

2. The teacher should then lead a discussion of this story and the different versions they have heard. The teacher should have these versions available so the students may look through them.

3. The teacher should then explain that as a class they are going to make a class book about Hansel and Gretel. The book should be a compilation of the students reactions to the story. Each student should be given the opportunity to go to the computer and type a sentence or two about Hansel and Gretel. The teacher should prepare a prompt sheet that can be referred to if the students are having problems. For non-readers this activity would be best done in small groups so that the teacher may aid the students in their answers. The teacher could ask things such as: What was your favorite part of the story? Who was your favorite person in the story? What would you have done if you became lost in the woods?

4. The students should then create their own illustration to go with their comments about the book. This could be a scene from the story.

5. When the students have all completed their stories and illustrations, the stories should then be put into a book by the teacher. (see attached)

6. The teacher should then read the book to the students as a culmination of the unit.

Evaluation: Were the students able to create their own story about Hansel and Gretel?

NOTE TO TEACHER: THIS ACTIVITY WILL WORK BEST IF A HELPER IN THE CLASS HELPS EACH CHILD AT THE COMPUTER. THE HELPER SHOULD READ THE PROMPT SHEET TO THE STUDENTS AND HELP THEM TO THEN CREATE ANSWERS TO THESE QUESTIONS. THIS ACTIVITY COULD BE DONE DIFFERENTLY WITH VARIOUS ABILITY LEVELS. IF THE STUDENTS ARE ABLE, THEY SHOULD CREATE THEIR OWN SPELLINGS; BUT IF THE STUDENTS ARE NOT ABLE, THE HELPER SHOULD TYPE FOR THEM.

Make a Big Book

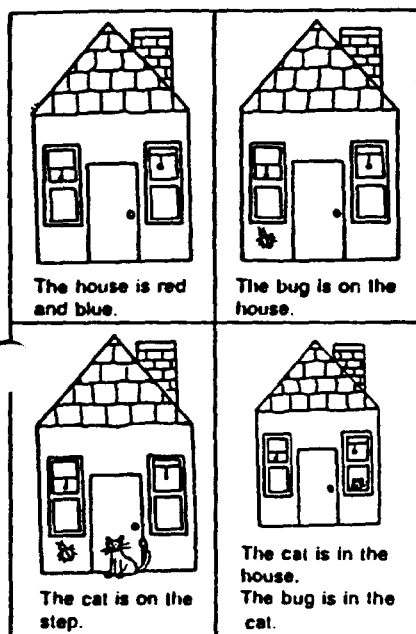
Use the large house pattern to make a big book to read with your class.

Reproduce the large house pattern for each page of the story. Make one extra page for a front cover.

Bind the pages together or fasten them with rings.

We've provided sample story ideas. You may want to add vocabulary more appropriate for your students. Use one part of the story on each page.

Story 1:



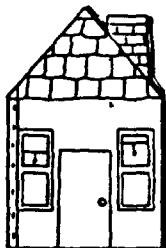
Story 2:

This house is my home. The bug went to his home.
Can you see the little bug on my house? The cat went in my house.
Can you see my pet cat on the step?

Use the small house pattern on this page to make identical individual books for children to share with their parents. (See page 2 for directions.)

The House Book

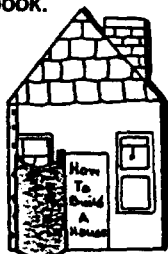
Reproduce the house pattern on card stock. Follow the directions on page 1 to make a hinged cover. Hinge the house on the left side.



Reproduce a house with writing lines for each student.

Put the students' stories inside the house cover and staple together. Cover the hinge with wide tape.

Add a rectangular flap of construction paper for a door. It opens and closes to reveal the title of the book.



Story Starters

1. My Family Lives at...
2. The Three Bears' House
3. How to Build a House

Picture Story Suggestions

Have children at a pre-writing level make pictures on their copies of the large pattern to create a group book on one of the following themes:

Who lives here?
My Family

To make a home you need more
Than a floor underneath and
a roof up above.
For a house is not a home,
Without warmth and hugs
and plenty of love.

by Leslie Tryon

The fish lives in the brook,
The bird lives in the tree,
But home's the very nicest place
For a little child like me.

Anonymous

An Accordion House Shape Book

Reproduce four to ten copies of the large house pattern on construction paper or card stock.

Tape the houses together. Put tape on the front and the back.



Write stories and paste them to the back of each house.

Or

Provide a writing area on the front of the house.

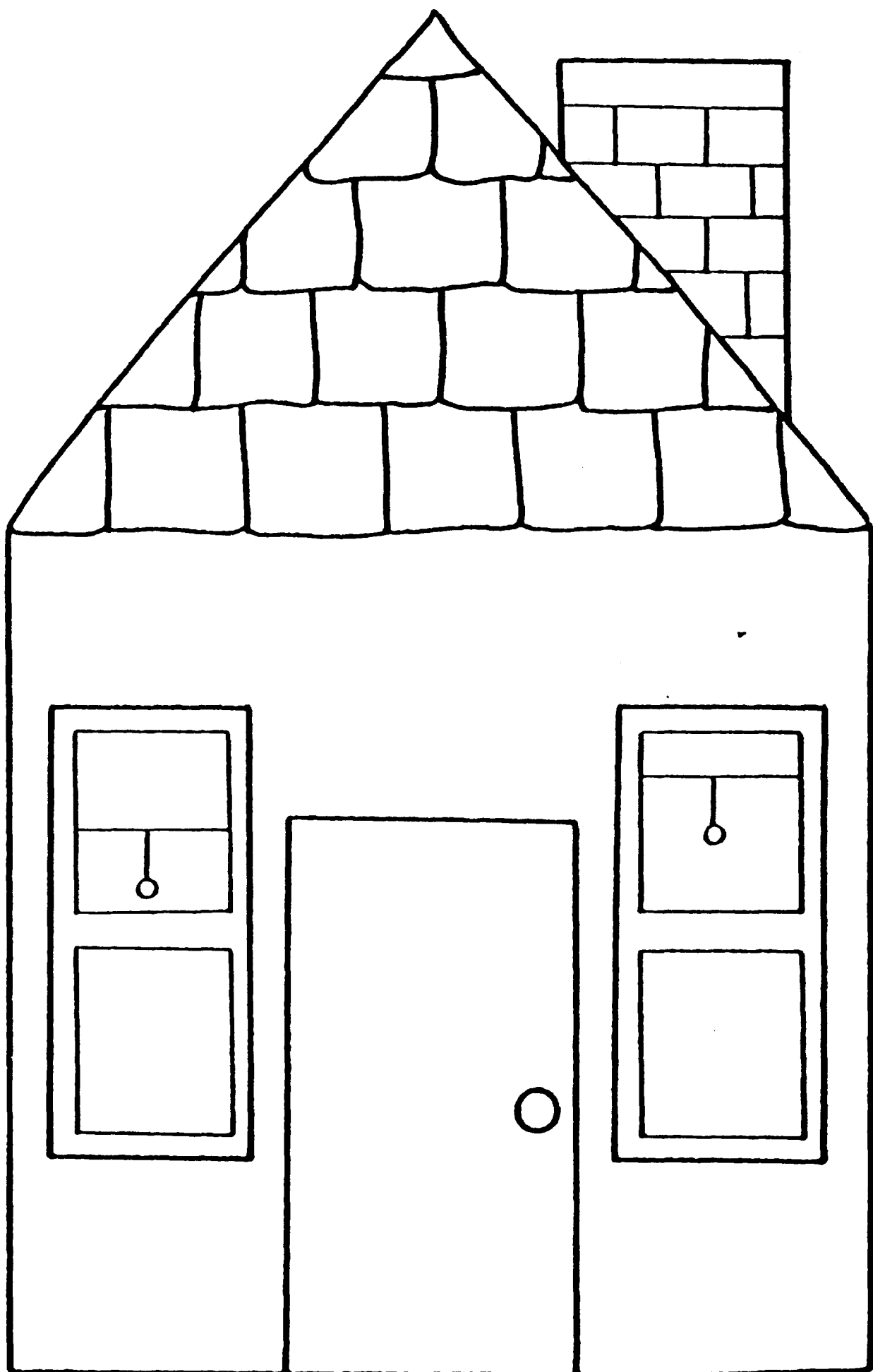


Fold the book like an accordion to close it.

Complete the Couplet

Add writing lines to the large pattern and reproduce for each student. Have them copy the following verse, filling in the blank.

In a little house made
of wood,
Lived a _____, who was
very good.



Lesson Nine

- Objectives:
1. Students will be able to make their own gumdrops.
 2. Students will be able to distinguish between the three states of matter:
solid, liquid, and gas.

Materials: 1/4 cup of grape or apple juice, 1 envelope of unflavored gelatin, 3 tablespoons of sugar, 1 sheet of wax paper, a hot plate, a small pan, storybook Hansel and Gretel, cup of ice, cup of water

Procedure: 1. The teacher should show the students illustrations from various versions of the story Hansel and Gretel. The teacher should have the students focus on the decorations of the witch's house (candy). The teacher should tell the students that the houses displayed have various kinds of candy on them but today we are going to focus on one particular kind of candy illustrated, gumdrops. The teacher should explain that by looking at this type of candy we are going to discover something in science.

2. The teacher should show the students the cup of ice. If appropriate the students should be allowed to touch the ice and eat it if they like. The teacher should ask the students how ice is made and what is in ice.

3. To illustrate that ice is made of water the teacher should hold a piece of ice in his/her hand and allow the students to watch the ice melt. The teacher should explain that the ice is changing due to the warmth of a hand, but it is still made of water. Many things may change their appearance or their form due to temperature, but they are still made of what they were before the change occurred.

4. The teacher should then get the hot plate ready. The teacher should place the juice in the pan and place it on the hot plate. The juice should be heated until it boils. (During this time the teacher may wish to give the children all a taste of the juice.) The

heat should then be turned off. The gelatin should be stirred in until it completely dissolves. The wax paper should be spread out and the teacher should spoon nickel-sized puddles of hot gelatin on the paper. After the puddles have cooled the teacher should give each student a piece of the candy to roll in sugar. The sugar should be placed in a bowl. (The children should wash their hands before participating in this activity.)

5. The children should be allowed to eat their drops while the teacher poses the following questions: What did we start with in the pan? (juice) What happened to the juice? (It got thicker.) What did the gumdrops taste like? (the juice)

6. The teacher should explain that the juice changes form but still remains essentially juice.

Evaluation: Were the students able to make their own gumdrops?

Lesson Ten

Objectives: 1. The students will be able to create a continuation of the story Hansel and Gretel.

2. The students will work together to create a class story.

Materials: several versions of Hansel and Gretel, chart paper, marker

Procedure: 1. The teacher should have several versions of the story Hansel and Gretel available for students to look at during this lesson.

2. The teacher should review the story with the students, focusing on the conclusion. She/he should lead a discussion on what happens to Hansel and Gretel after they go home to be with their father. The teacher should ask questions such as: Were Hansel and Gretel happy? Did they get bored and go look for the witch's house again? Did the father marry another mean woman? Did Hansel and Gretel grow up to be candy makers? This could be silly or serious, but the teacher should keep the students focused on what happened to the children after the story ended.

3. After the students have discussed what could have happened to the children the teacher should explain that now they are going to write their own "Part Two" to Hansel and Gretel. The teacher should have the students raise their hands when they want to make suggestions. The groups should agree upon what is written on the chart paper.

4. The teacher should begin calling on students and writing their story on the chart paper. The story should be as long as the teacher feels it should be. This could be extended over several days.

5. The teacher should then read the story to the students several times. The group should then read the story together. The teacher should allow individual students to read this as well.

Evaluation: Were the students able to create their own ending to Hansel and Gretel?

NOTE TO TEACHER: THE STORY COULD BE DISPLAYED AND SHOULD BE
READ MANY TIMES OVER SEVERAL DAYS.

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